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**SEN Information report and our offer for young people with special educational needs and disabilities.**

**The Provision**

Causeway School is an inclusive school and, as such all staff are trained to meet the needs of students within the mainstream classroom. We have a central Inclusion Provision called The Key, with 2 tiers of intervention, Enhance and Enrich

1. **How does the school know if young people need extra help and what should I do if I think my child may have special educational needs?**

**All Students**

For any student that joins Causeway, information is gathered prior to their arrival from the previous setting. During the students time at Causeway we identify students that need additional support through continued information gathering. We would start the investigator process for identification if;

- Concerns are raised by parents/carers, or specialist agencies working with the child.
- Additional concerns raised by teaching staff through completion of an Evidence of Need Form – which is shared with parents/carers.
- Observations of students in the classroom that indicates that they have an additional need upon requests via the Request for Observations form.
- Whole School Progress and Attainment tracking across their subjects.

**Year 6 – Identifying Need**

During the Year 6 transition to Causeway, the Head of Key Stage and the SENDCo visit the students’ school, the information gathering process will start in Term 5 and continue into Term 6 prior to the academic year of entry. Information gathered from their previous schools can include KS2 SATS, personal profiles, specialist reports and attendance. To ensure we have a well-rounded picture all Year 7 students will undertake further literacy screening to determine the level of literacy support they require.

Parents are encouraged to provide additional information at the transition evening in June, and at any time parents can contact their young person’s tutor, or SENCO with any concerns or to share information.

If a Year 6 student has been placed on the SEND register at their previous setting the students will stay on the SEND register at Causeway with a review process in Term 3 to discuss with parents/carers if the student still requires additional SEND support.

If a child has an Education, Health and Care Plan (EHC) the SENDCo will work with the Local Education Authority and attend the final review at Primary School.

Year 6 students identified through this process are offered additional transition in The Key to enable them to build a relationship with The Key staff, who can create Learning Support Plans for the start of Year 7.
Who to contact?

If parents/carers do have any concerns relating to your child’s learning or level of support, initially please discuss your concerns with your child’s subject teacher or form tutor. This may result in a referral to the school SENDCo – Chelsey Leighton - via an Evidence of Need Form or Request for Observation Form.

Parents/Carers are able to contact the SENDCo directly if you feel it is more appropriate through email on cleighton@causewayschool.org

2. How will the school support a young person?

Provision

A. Quality First Teaching – Wave 1

Supporting our students is a whole-school approach, with high quality first teaching being the foundation of our support in ensuring our students are making progress. The expectation is that all staff differentiate to meet the needs of all learners.

- Students identified with a SEND will be provided with reasonable adjustments to overcome any disadvantage experienced in schools and increase their access to the taught curriculum.
- All students have individual curriculum targets set in line with national outcomes to ensure ambition. Parents are informed of these via the reporting system and at events such as Parents’ Evenings.
- Students’ attainment is tracked using the whole school tracking system and those failing to make expected levels of progress are identified very quickly. These students are discussed to identify where further support would impact positively and a review of the impact of differentiated strategies in the classroom.
- Learning Support Plans (A4 student profile) are provided for all teaching staff, informing them of barriers to learning and strategies to implement. These are a 1 sheet document that is linked to the Additional Needs Plans

The quality of classroom teaching provided to students with SEND is monitored through;

- classroom observation by the senior leadership team, the SENDCo, external verifiers,
- ongoing assessment of progress made by students with SEND,
- work sampling and scrutiny of planning to ensure effective matching of work to student need,
- teacher meetings with the SENDCo to provide advice and guidance on meeting the needs of students with SEND,
- student and parent feedback on the quality and effectiveness of interventions provided,
- attendance to lessons and behaviour records

These discussions and observations ensure we embed our high - expectations amongst staff about quality first teaching and the application of a differentiated approach to teaching and
learning using ACES outcomes. We make it a point to discuss aspirations with ALL our learners.

**B. The Key – Wave 2 and 3 Intervention**

The Key is our inclusion facility and is a central part of the Causeway community for students and their families. The Key comprises of two areas; Enhance and Enrich. Each of these areas provide personalised support for every student at any point in their school career to unlock and maximise their potential.

If a student is identified as requiring additional support, we use a **graduated model** of:

1. **Assess:** Data on the student held by the school will be collated by the subject teacher/Inclusion Team including the SENDCo to make an accurate assessment of the student’s needs. Parents will always be invited to this early discussion to support the identification of action to improve outcomes.
2. **Plan:** If review of the action taken indicates that “additional to and different from” support will be required, then the views of all involved including the parents and the student will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the appropriate member of staff with advice from the Inclusion Team.
3. **Do:** SEND support will be recorded on a plan that will identify a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets (this may include targets preparing for adulthood) that encompass parent/carers’ aspirations for their child. This will be recorded, and a date made for reviewing attainment.
4. **Review:** Progress towards these outcomes will be tracked and reviewed termly with the parents and the student.

In this process we will be able to identify the best intervention for the student with support from The Key. The Key is a stage not age provision and have a range of age groups working with/supporting each other. Intervention that are offered for students are;

- **Enhance** - an intensive provision providing 3 weeks, 6 weeks or Extended Period to support all needs with the primary focus on Social Emotional and Mental Health
- **Enrich** – a provision that provides bespoke timetables for students with all needs so that they can access mainstream lessons and Inclusion support,
- **Bespoke Interventions:**
  - Lexia
  - Reading intervention – Peer to Peer Reading
- Emotional Literacy Support
- Cognitive Behaviour Therapy
- Positive Change – student focus reflections on their triggers
- Reflective Art
- Physical Activity
- Boxfit
- Mental Health First Aid to triage for additional support

When reviewed if the interventions are not making the required impact, advice will be sought from external agencies to support with identifying further strategies. If this is required permission will always be obtained from the parent/carer of the student.

For a very small percentage of student's, whose needs are significant and complex, and the SEND Support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to assess the students' education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided.

3. **How will the curriculum be matched to each child’s needs?**

Students are placed in groups appropriate to their ability. Where staff will ensure that work is differentiated to meet the needs of the students.

- Teachers plan using students’ achievement and target levels, differentiating tasks to ensure progress for every student in the classroom through their identified pathways.
- When a student has been identified as having special educational needs, the curriculum and the learning environment will be further adapted by the subject teacher to reduce barriers to learning and enable them to access the curriculum more easily.
- The teaching staff will use reasonable adjustment to support the students in lessons in accordance to the Learning Support Plan or the Additional Needs Plan.
- If it is considered appropriate, students may be provided with specialised equipment or resources such as ICT and/or additional adult help.
- Learning Support Plans will be reviewed termly, in line with parents’ agreement.

4. **How will both you and I know how my child is doing and how will you help me to support my child’s learning?**

Causeway has developed an extensive tracking system to ensure that all students are making progress alongside their targets, this is shared with the students and with parents. Below is further to how we can ensure that you are informed of your child’s progress.

- All students Attainment and Progress is shared through consultation evenings and regular reports – 3 times per year
- The students partake in formal assessment to ensure that the information that is provided is accurate.
- Students that have been identified as requiring additional support, will have additional reviews every 8 – 10 weeks, as part of the Assess, Plan, Do, Review cycle. This will ensure that you are aware if the students are moving towards the outcomes that were agreed.
- Causeway uses Show My Homework an online database, to monitor their child's level of homework and completion of homework.
The school offers a variety of provisions for the students. This includes: support all students’ overall well-being. The support provided is student focus.

Please contact the school office who will arrange this appointment for you. The contact number is 01323 465 700. In addition to this you can email the staff members directly, all emails are on the school website.

Please use the school website www.causewayschool.org to inform you of any further support that you can offer the students, there are links to all subjects and what the students are covering throughout the term and academic year. If you feel that you need further support, please do not hesitate in contacting the subject teachers, the Key Stage Team or the SENDCo who can other further suggestion on specific support your child within the specific subjects.

5. What support will there be for my child’s overall well-being?

Our vision is to create an inspiring and ambitious community of learners who make a profound and valued contribution to the world. We pride ourselves on ensuring that we support all students’ overall well-being. The support provided is student focus.

The school offers a variety of provisions for the students. This includes:

- An evaluated Social Public Health Economics Religious Education (SPHERE) curriculum that aims to provide students with the knowledge, understanding and skills they need to enhance their emotional and social knowledge, and well-being. Please visit our website to see the topics that are included within this area of the curriculum.
- Student voice to ensure that we are making decisions with the students at the heart of the process.
- Small group evidence-led interventions to support student’s well-being are delivered to targeted students and groups within The Key. These aim to support improved interaction skills, emotional resilience and well-being.
- Students who find unstructured social times difficult are provided with alternative small group opportunities within the school and action is taken to develop their social interaction skills. They are able to access The Key at social times.
- Student led groups e.g. bullying ambassadors and school council from a range of year groups to develop a package of support that all students feel safe at school.
- Trained mental health staff, to advise staff on types of language to use with the young people, especially the students whose needs are linked to Mental Health.
- There are also opportunities for students to participate in alternative provision offsite to support the students specifically working with students identified with Social Emotional and Mental Health needs.
- Medication is supervised and issued to students by our Reception staff and parents/carers will be required to complete relevant forms. All medicines must be boxed with clear instructions and stored in a locked cabinet in our first aid room.
- Students who need assistance with personal care will be supported by trained members of staff who will approach each case in a sensitive and professional manner.
- Our positive behaviour policy is based upon our vision, its foundations are rooted in our aspirations that the community will be proud to be a part and want to belong.
These provisions are monitored by the Inclusion Team and The Pastoral Team. If at any time you are concerned about your child please contact the Pastoral Team;

a. Year 7/8/9 - Mrs E. Dearnly – edearnley@causewayschool.org
b. Year 9/10/11 – Ms S. Dench – sdench@causewayschool.org

or Inclusion Team:

a. SENDCo – Miss C Leighton – cleighton@causewayschool.org
b. Inclusion Manager – Mrs D Pomfrey – dpomfrey@causewayschool.org
c. Assistant to the SENDCo – Mrs J Kettyles - jkettyles@causewayschool.org

6. What specialist services and expertise are available at or accessed by the school?

Our inclusion team at the school continues to grow and has become a central part of the school. The team has a wealth of knowledge and training, which is shared across the staffing body and used to support all children. However, if there is significant persistent need we will access external expertise. We currently have access to the following support;

A. ISEND – Integrated SEND support service

- Educational Psychologist (EP)
- Speech and Language Therapy Service
- Service for Children with Sensory Needs
- Teaching and Learning Provision (TLP)
- The Education Support, Behaviour & Attendance Service (ESBAS)
- English as an Additional Language Service (EALS)

B. Other specialists

- Targeted Youth Support Workers
- WiSE Project
- School Nurse
- Child and Adolescent Mental Health Service (CAMHS)
- School Police Liaison Officer
- Diversion Scheme
- Reboot
- Youth Support Team
- Virtual School (LAC)
- U19 Substance Misuse Team
- Gypsy Traveller Roma Support Service

If we make a referral to any of these services we will always seek permission from the parents/carers.

7. What training have the staff supporting children with SEND had or are having?

The school staff have received a range of training to enable us to support students both academically and socially.

Awareness training has been provided to all staff on:

- How to support students with dyslexia and literacy difficulties.
- How to support students on the autistic spectrum
• How to support students with behavioural difficulties  
• How to support students with speech, language and communication difficulties  
• How to support students with Attachment Disorder  

Specialist training has been provided to the Inclusion and Pastoral Teams on:  
• The SENDCo National Award  
• Cognitive Behaviour Therapy in association with the Educational Psychologist  
• Mental Health First Aid  
• Positive Handling – Team Teach  
• Manual Handling to support toileting via the Disability Team  
• Emotional Literacy – language to support de-escalation – supported by the Educational Psychologist  

We continue to have a close working relationship with many support services and these relationships are of tremendous benefit to both students, staff and parents/carers in reviewing and developing the training we provide for the staff.

8. How will my child be included in activities outside the classroom including school trips?

The Inclusion Department will always support staff to ensure that students with SEND are included on any trips or activities, ensuring there are personal risk assessments put in place and additional communication with parents/carers is implemented. If required Teaching Assistant support will be made available to accompany students and the school has its own Minibus with wheelchair access. If at any point you are concerned about your child participating in a trip please do contact the trip organiser and the Inclusion Team.

9. How accessible is the school environment?

Causeway School has great access to all areas for students with SEND. We are co-located on our site with Hazel Court a specialist provision. Causeway school is a light and bright building. We offer;  

• A Lift system to access both floors, alternatively we are able to use the lift facility in Hazel Court if our facility is not functioning.  
• Disabled parking spot marked and located next to the school reception.  
• All steps edged with yellow to ensure they are easier for those with visual impairments to negotiate  
• Disabled toilets that have been adapted to ensure accessibility for any person with a disability, two toilets are equipped with an overhead hoist facility.  
• A medical room has been provided in order to enable a safe place for insulin testing/injections.  
• The Key has been developed to improve inclusion in mainstream classrooms for vulnerable students.  
• Students whose first language is not English are supported by staff from the English as an Additional Language Service (EALS) and we operate a very close and supported working relationship with them when they advise our Subject Teachers.

If there are further developments you feel we could make please do not hesitate to contact the SENDCo.
10. **How will you prepare and support my child to join college, transfer to a new school or the next stage of education and life?**

A number of strategies are in place to enable effective student transition. These include:

**On entry:**
- A planned introduction programme is delivered in Term 5 and 6 to support transfer for students starting school in September.
- Parents/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.
- The SENDCo meets with all new parents of students who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.
- If students are transferring from another setting, the previous school records will be requested immediately and a meeting set up with parents to identify and reduce any concerns.

**Year 6 Transition:**
- The transition programme in place for students provides a number of opportunities for students and parents/carers to meet the Inclusion Team and Form Tutors in the new school. These opportunities are further enhanced for students with SEND with additional transition days put in place. If there is significant need, a personalised transition will be put in place for a student.
- The annual review in Year 5 and Year 6 for students with an EHCP begins the process where parents/carers are supported to make decisions regarding secondary school choice.
- Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information provided is comprehensive but accessible.
- Accompanied visits to other providers may be arranged as appropriate.
- For students transferring to local schools, the SENDCos of both schools will meet to discuss the needs of students with SEND in order to ensure a smooth transition.
- The records of students who leave the school mid-phase will be transferred within five working days of the parents notifying their child has been enrolled at another school.

**Post-16 Transition:**
- For all students with an EHCP or an ANP, all reviews from Year 9 onwards, will include a focus on preparing for adulthood, including employment, independent living and participation in society.
- All Year 10 students are invited to a taster day at Sussex Downs College so that students can sample the different courses available. Staff from the Inclusion Team will be part of the process and offer/provide support and guidance.
- All Year 10 students are provided with the opportunity to attend a week of Work Experience with local companies, to gain valuable experience in the workplace.
- The school also works closely with local companies who support a Year 11 Interview day and provide individual feedback to students.
- We work very closely with the SEND Personal Advisor from the transition team to make sure all information and support is shared between school and college and that a transition plan with parental support is put in place.
- Outside companies provided further support for the students in Year 11 to support transition to college, e.g. National Citizen Service and the Youth Employability Service, who provide the students with further guidance.
• Parents/Carers may like to use the website of the National Careers Service that offers information and professional advice about education, training and work to people of all ages. [https://nationalcareersservice.direct.gov.uk](https://nationalcareersservice.direct.gov.uk)

If a student should transfer to another school all information will be passed on and conversations will be held between Key Leaders of both schools.

11. **How are the school's resources allocated and matched to children's special educational needs?**

The school receives funding to respond to the needs of students with SEND from a number of sources that includes:

a. A proportion of the funds allocated per student to the school to provide for their education called the Age Weighted Pupil Unit.

b. The Notional SEN budget. This is a fund devolved to schools to support them to meet the needs of students with SEND.

c. For those students with the most complex needs, the school may be allocated additional educational needs funding from the Local Authorities High Needs Block Funding allocation.

Following our identification process of students with SEND, the funding is then used to provide the equipment and facilities to support the student's needs, this may include:

a. Differentiation resources to support Quality First Teaching increasing access to the curriculum through additional worksheets, information sheets with accessible text, alternative recording equipment e.g. laptops or scribes and extra time on tasks.

b. In class, adult or peer support aimed at increasing skills in specific area of weakness

c. The Key
   i. Enhance – Bespoke Intensive Provision – 3 weeks, 6 weeks or Extended
   ii. Enrich – Bespoke timetables – mainstream and The Key
   iii. Specific interventions – CBT, Emotional Literacy Support,

d. Subject specific intervention in small groups – Maths and English

e. Provision of specialist resources or equipment e.g. ICT equipment, overlays, sloping boards

f. Maintenance of Specialist Equipment – Turning Tables, Toilet Hoists, Evac chairs

g. Access to targeted before/after school clubs
   i. Breakfast club in The Key
   ii. Homework club in the LRR with TA support 1 x per week

h. Access to external specialist to support identify specific needs and to develop a robust intervention package including medical advice

i. Implementation of the strategies provided by external agencies.
   i. Speech and Language
   ii. Cognitive Behaviour Therapy

j. Suffolk Reading Assessments

k. Access Arrangement Testing – support students for their GCSE exams

l. All relevant training for staff

All provision are reviewed and funding is reallocated where the support is having a significant impact on the students.
If parents/carers wish to discuss alternative provisions, you are welcome to contact the SENDCO and organise a meeting.

12. How is the decision made about what type and how much support my child will receive?

Causeway ethos is Putting Achievement First, to support this we continuously gather information regarding all students to identify what support is required.

- For all students, the Inclusion team will liaise with the teaching staff and support staff to assess need.
- The Inclusion and Pastoral Team will then discuss and develop a package of support for the student.
- For students with a statement of educational need/EHCP, this decision will be reached in agreement with parents when the EHCP is being produced or at an annual review.

If at any time you feel the package of support is not impact your child please contact the Pastoral Team of the Inclusion Team.

13. How are parents involved in the school? How can I be involved?

How we work with parents is critical to the success of our students. As well as being open and transparent, we provide regular, structured opportunities for communication about how your child is progressing.

This will be through:

- discussions with the subject teacher, pastoral team and inclusion team,
- during parents evenings
- additional meetings, reviews of provision
- parental forums and student voice that is fed back to parents/carers of students with SEND
- parental seminars lead by specialist to support understanding of the child

We encourage email communication so that we can track actions and strategies discussed or suggested by parents/carers.

All staff emails are available on the school website.

14. Who can I contact for further information?

For all students we encourage the first point of contact to be with the form tutor, who the students see every morning. In addition you can contact the pastoral team, details provided previously.

For students with SEND we encourage contact to be made via The Inclusion Department

a. SENDCo – Miss C Leighton – cbleighton@causewayschool.org – 01323 465 700 ext 215
b. Inclusion Manager – Mrs D Pomfrey – dpomfrey@causewayschool.org
c. Assistant to the SENDCo – Mrs J Kettyle – jkettyle@causewayschool.org

This will ensure that all information is shared correctly with staff.

Contact details for all staff including the SENDCO are held on the School website.
The Local Authority Offer can be found on the East Sussex County Council website: www.eastsussex.gov.uk/localoffer.
This offer is accurate now, but services are regularly reviewed and could change. All information will be updated as soon as possible to reflect any new service offer.
See our SEND policy (Special Education Needs), via the policies section on our website, for further information on how we value and support all students.

**An invite for feedback**
This offer is intended to give you clear, accurate and accessible information.
If you would like to comment on the content of the offer or make suggestions to improve the information, please email cleighton@causewayschool.org
If you require this information in another language, larger print or in buff please contact us.